

SHREWSBURY PUBLIC SCHOOLS

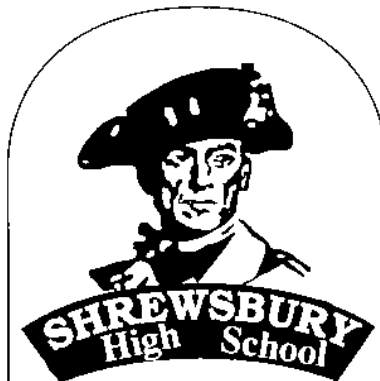
SCHOOL IMPROVEMENT PLAN

SHREWSBURY HIGH SCHOOL

SPRING 2005

DISTRICT MISSION STATEMENT

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.



SHREWSBURY HIGH SCHOOL MISSION STATEMENT

The Shrewsbury High School community provides challenging, diverse learning opportunities, promotes creativity and independent thinking, and empowers students to become capable, caring and active contributors to the world in which they live.

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SCHOOL IMPROVEMENT PLAN
SPRING 2005

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Part I SIGNATURE PAGE

Name	Signature
Co-Chair: Dan Gutekanst (Principal)	
Co-Chair: Tim Harrington (Student)	
Nick DiPilato (Faculty)	
Shanice Jones (Student)	
Denis Leary (Parent)	
Richard Marchand (Faculty)	
Jo-Ann McCarthy (Parent)	
Rabecca Moisan (Faculty)	
Joe Ryan (Student)	
Joe Schneider (Community Rep.)	
Debbie Stefani (Parent)	
Marianne Tompkins (Community Rep.)	

Anthony J. Bent, Ed. D., Superintendent of Schools

Date

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Part II DEMOGRAPHICS
Enrollment and Class-size Information

Total Number of Students		1,428
Total Number of Classrooms		
Grade/Description	Number of sections	Average Class Size
Half Day Kindergarten		
Full Day Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Foreign Language		
Allied Arts		
Health		
Physical Education		
All Classes 9-12	21	
Core Classes 9-12	22	
Electives 9-12	18	
Grade 9	413	
Grade 10	362	
Grade 11	333	
Grade 12	320	

Data are based on the October 1, 2004 student demographic report, which are submitted to the Massachusetts Department of Education.

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Student Information

	Percentage	
	2004-05	2003-04
Native American	.03	.07
Black (Non-Hispanic)	2.7	2.7
Asian	10.4	9.5
Hispanic	2.9	1.7
White	84	86
Title I	N/A	N/A
Special Education	15	15
Free and Reduced Lunch	6.5	5.2
Limited English Proficient	1.0	.8

Faculty and Staff Information

	Number	FTE
Administrators	4	4.0
Classroom Teachers	93	87.3
Department Directors	10	6.2
Instructional Support	3	3.0
Instructional Aides	13	13.0
Secretaries	7	7.0

Part III SCHOOL HIGHLIGHTS

The Shrewsbury High School community enjoyed another successful and productive year in the new high school. While the accompanying School Improvement Plan details specific goals and activities completed, there are also several highlights and accomplishments that the School Council wishes to share with the community.

Service to the Community

Shrewsbury High School students continue to connect to the school and the broader community in a significant way. A variety of students immersed themselves in these projects to learn and to serve. A few examples of the high school's ongoing commitment to the community include:

- The Mentor Volunteer Program matched each incoming freshman with an upperclassman to act as a guide and mentor in the crucial first year of high school. Over 600 students were involved in this important service program.
- Two RockStock Concerts were held to benefit the Worcester County Food Bank and the Tsunami Relief effort. Funds raised exceeded \$2,000.00.
- Club MEDical held a blood drive and Shrewsbury High School students and staff donated over 80 pints of blood to the Red Cross.
- Chemistry students taught Worcester youth key chemistry concepts and lessons as part of an outreach to the Worcester Public Schools.
- Health students provided public service announcements on Channel 34 and on posters throughout the high school highlighting safety and health issues.
- The school community raised over \$5,000.00 to benefit the victims of the Tsunami disaster.
- The annual Memorial Scholarship Dinner raised over \$10,000.00 in scholarships funds.
- The National Honor Society worked with Matthew 25, a Worcester-based housing rehabilitation organization, to help develop rundown housing to meet community needs.
- Amnesty International students wrote letters on behalf of those political prisoners around the world who suffer unjustly.

Additional examples of students' commitment to the school's stated mission "to empower capable, caring, and active contributors" to the local and global community are included within this report.

Academic Dishonesty

The school community held a series of open discussions in homeroom, classrooms, and at the November school meeting focused on the issue of academic dishonesty, including cheating and plagiarism.

- Students and teachers viewed an ABC News broadcast that shared the views of high school and college students who believe cheating and academic dishonesty are growing issues resulting from increasing academic pressures.
- An ETS production provided a forum for high school students to share their perspective about cheating and honesty in the classrooms at Shrewsbury High School.

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- Newsletter articles and student editorials also provided an opportunity for the school to debate and discuss real concerns about academic dishonesty.
- The faculty reviewed and discussed the school's guidelines for disciplining students responsible for incidents of cheating or plagiarism.

Students and teachers held candid conversations about cheating and the need for students to act with integrity and demonstrate character consistent with the school's expectations.

Co-Curricular Activities

Co-curricular programs flourished as new and existing clubs grow and expand their efforts and activities:

- The literary magazine, *Excelsior*, held a writing workshop as well as two "Poetry Slams" for students to share their talent and ideas.
- The Black History Celebration was entirely student run and focused.
- The musical, *Footloose*, provided an opportunity for over 150 students to share their talents with the community in four sold-out performances.
- The Model United Nations Club participated in its first state conference and elected officers.
- The Learning Chinese Association provided an opportunity for high school students to learn basic conversation in Mandarin Chinese.
- The Muslim Students Cultural Association elected officers and provided the school community with information about Muslim holidays and culture through posters and various displays.

Athletic teams also were successful this past year:

- The girls' field hockey, soccer, and basketball teams all earned the title of Mid-Wach League Champions.
- The girls' basketball team also became District E Champions.
- The crew teams dominated races in the fall and won the Massachusetts Public Schools Championship.
- The ice hockey team became co-champions in the Roy Conference.
- The boys' track team won the Mid-Wach League Championship for the first time since 1990.
- The girls' ski team won the 2005 MIAA State Championship in March.

Student Achievement

Shrewsbury High School students distinguished themselves locally and nationally in a variety of academic and co-curricular programs:

- The Speech and Debate Team had another successful season and will send seven competitors to the National Speech and Debate Competition in Pittsburg. This is particularly significant because there are only 20 spaces available for all public and private schools in New England.
- The freshman math team placed first in the Worcester County Math Tournament; the varsity team placed second. Three students, Chang Xu, Laura Hou, and Rohan Kulkarni will participate in the American Regional Competition as a result of their individual performances on the state level.
- The Academic Decathlon finished 12th of 22 teams in the first meet on November 20 and came home with 4 medals, including the gold medal in math. The team again won the gold medal in mathematics at the state meet in the spring.
- Several students in the Jobs for Bay State Grads (JBSG) Annual Conference received multiple awards. However, three JBSG seniors, Inem Uko, Laura Hutchinson, and Shant Nalibandian, out of 20 in the Commonwealth, each received a \$1,000.00 scholarship for the essay they had written as part of the conference.
- The music department's trip to New York City yielded several awards from the North American Music Festival for our students in the orchestra, band, and choirs.
- Students involved in the Educational Television Studio (ETS) received an Associated Press (AP) first place award for the most outstanding news program among 30 Massachusetts high schools. Two students, Greg Goodness and Davis Woodruff, also received an honorable mention from the AP for their outstanding work. Finally, one student, Isabel Broer, received an Emmy Award from the AP for her writing on a recent news production.

Academic achievement remains high on a variety of levels:

- **MCAS** performance is among the highest in the state: 86% of students scored in the advanced and proficient level of English; and 81% of students scored in the advanced or proficient level of the math test.
- **SAT I** performance also increased over the last year: The verbal mean increased by 16 points over the previous year's scores to 539; and average math scores increased by 19 points to 550.
- **Advanced Placement** participation and scores continue to rise: Testing data from the spring of 2004 show that 156 students took 298 tests with at least 90% passing with a score of 3. Seventy percent scored a 4 or 5, the highest scores possible. Nationally, the College Board recognized 44 of these students as AP Scholars.
- **National Merit Scholars** included: Wendy Chen, Max Kashdan, Alyssa King, Kodandapani Powan, Meng Le, Matthew McLure, Thomas Mosakowski, Zak Peebles, Irena Slastenko, George Smalanskas, Yoewei Wu, and Linda Xie. Two seniors received the prestigious Finalist status and also received two National merit Scholarships: Kenny Lin and Vikrum Kumar.

Part IV School Improvement Plan Goals' Summary

Curriculum, Instruction and Assessment

- A. Review the NEASC Self-Study report and address recommendations
- B. Promote diverse and challenging learning opportunities for each student
- C. Assess students according to the stated expectations for student learning

Professional Development

- A. Provide professional development opportunities to stimulate improved instructional practices
- B. Strengthen the guidance program and services to students
- C. Promote student work and learning within the school and classroom

Respectful Community

- A. Personalize the high school experience for each high school student
- B. Promote service learning within the community
- C. Ensure at-risk student learning needs are addressed
- D. Encourage student responsibility and respect

Optimize school space

**SHREWSBURY HIGH SCHOOL
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Part IV REVIEW OF CURRENT YEAR (2004-2005)

1. Curriculum, Instruction and Assessment

Goal Statement A: Review the NEASC Self-Study report and address recommendations.

Action Step Establish the Accreditation Follow-up Committee and begin addressing the Visiting Team's recommendations

Evaluation/Status The Follow-up Committee was established and has prioritized the follow-up process for each of the recommendations in both the report and the NEASC letter of accreditation. They also designed a Professional Development Day for teachers to review the rubrics for the Mission and Expectations for student learning. Teachers developed report card formative comments based on the expectations for student learning. With input from the SHSLT, the committee is drafting the two-year progress report. The draft report will be completed over the summer, and the final report will be approved and sent to the NEASC by October 1, 2005.

Goal Statement B: Promote diverse and challenging learning opportunities for each student.

Action Step Continue the Senior Year Study Group's work to consider the purpose, direction, and focus of the senior year experience at SHS.

Evaluation/Status The Senior Year Study Group implemented the Advanced Career Exploration (ACE) student internship program this year. The ACE Program allows students to experience a specific career field and apply their academic skills within that setting. Twenty students applied and eighteen were accepted into the pilot program, and they will attend their internships during the fourth quarter. Seniors will intern at various sites under the direction of a professional, business manager, or government official. The internships include placements at law offices, UMASS Medical Center, Rand's Automotive, Shrewsbury Police Department, financial institutions, schools, medical offices, and local businesses. Each student will create a portfolio, daily journal, and final paper, as well as attend several workshops for refining important business and communication skills. In order to improve ACE, the Senior Year Study Group will evaluate the program after its completion and will recommend it for annual implementation.

IV REVIEW OF CURRENT YEAR (2004-2005)

1. Curriculum, Instruction and Assessment (continued)

Goal Statement B: Promote diverse and challenging learning opportunities for each student.

Action Step Support the continued growth and development of the Senior Exhibition Program.

Evaluation/Status Senior exhibition continues to be a viable option for students who desire to demonstrate their passion for a specific topic or subject. One of the major changes suggested for next year is to allow students the opportunity to take Senior Exhibition in a semester rather than the whole year since it is challenging for a student to have the energy, drive, and focus necessary to sustain his or her exhibition throughout the school year.

Student Name	Exhibition	Student Name	Exhibition
Nick Panarelli	Developing MVP	Camille Lakhani	Healthy desserts
Mitchell Baker	Hovercraft technology	Danielle Leary	Heart-safe community
Michael Baranowski	Japanese language	Meng Le	Art installation
Erica Gaizetis	Writing a novel	Swathi Maddula	Indian dance
Lauren McShane	Choreography	Shonna McGrail	Writing a novella
Martin Mcquire	Music production	Daniel Meunier	Magic
Scott Wilson	Japanese language	Eric Bosse	Music and art production

IV REVIEW OF CURRENT YEAR (2004-2005)

1. Curriculum, Instruction and Assessment (continued)

Goal Statement B: Promote diverse and challenging learning opportunities for each student.

Action Step Review the social studies civics course, *By the People*, and make appropriate recommendations for adjustment and program development.

Evaluation/Status Under the direction of Social Studies Department Director Jennifer DiFrancesca, three teachers have reviewed the implementation of the *By the People* program to ensure its quality and purpose. The teachers used professional development time and department meetings to review student work, input, and discuss best practices. As a result, the following changes in the program for the 2005-06 school year and beyond are recommended:

- Place a greater emphasis on current events as they relate to the global community and American law and policy.
- Tie the service learning component more closely to current events and local issues in order to assist students to focus on how American law and policies affect the local and global communities.
- Continue to incorporate significant pieces of the United States Constitution into the curriculum.

The course syllabus for the 2005-2006 school year will reflect the changes suggested.

IV REVIEW OF CURRENT YEAR (2004-2005)

1. Curriculum, Instruction and Assessment (continued)

Goal Statement B: Promote diverse and challenging learning opportunities for each student.
Action Step Implement the new semester schedule and increase opportunities for student learning experiences.
Evaluation/Status The new schedule was implemented with several four-day and two-day courses. Unfortunately, the two-day courses were not in the original master schedule, and it was hard to persuade a large number of students to give up a study hall for a class. However, several successful two-day courses have run this year including Interior Design in the Family and Consumer Science department, Japanese Culture in the Social Studies department and Introduction to Photography in the Art department. The two-day course offerings were included on the course selection sheets for next year and will schedule more easily and completely.

Goal Statement C: Assess students according to the stated expectations for learning
Action Step Promote the use of the established student expectations for learning and the continued implementation of rubrics to assess student learning and growth.
Evaluation/Status <ul style="list-style-type: none">• The Assessment Committee met several times to refine and develop formative and summative comments for use on the report card. The formative comments will be used for mid-quarter progress reports and for quarter grade reporting. Summative comments will be linked to the expectations for student learning and will be incorporated into the report cards as a pilot program in the 2005-2006 school year.• Teachers continued to use rubrics to assess student learning and achievement in all curricular areas.

IV REVIEW OF CURRENT YEAR (2004-2005)

2. Professional Development

Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices
Action Step Provide professional development for teachers in “Writing Across the Curriculum” and the Collins method; provide a refresher in Collins writing for all teachers.
Evaluation/Status <ul style="list-style-type: none">• Fifteen teachers representing each academic department attended the John Collins Writing Program seminars this past year. Each teacher reported integrating the writing program into his or her classroom lessons and assignments.• Twelve teachers in the Strategies for Effective Teaching (SET) I course and sixteen teachers in the SET II course used the Collins method as part of their training.• All teachers participated in Type One or Type Two writing prompts at a faculty meeting earlier this year.

Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices
Action Step Provide technology training for teachers to enhance the classroom learning experience for all students and promote the use of laptops and instructional technology at faculty meetings and professional development programs.
Evaluation Status The ITAMS department has seen an increased use of technology by both students and staff. The skill acquisition of our students has grown as a result of increased use by classroom teachers, the media staff and program, and the middle school technology competency programs. <ul style="list-style-type: none">• Twenty-eight high school staff attended technology-training sessions after school to enhance instruction. Technology training included sessions in assistive technology, email, and science based applications.• Two high school faculty meetings and several department meetings were devoted to technology demonstrations including the use of Inspiration and PowerPoint.• Fifteen teachers in the SET II program learned about technology integration and the appropriate use of technology, including Atomic Learning.• Seventeen teachers reported they shared ideas for technology integration and implementation as part of their Collegial Partners work.

IV REVIEW OF CURRENT YEAR (2004-2005)

2. Professional Development (continued)

<i>Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices</i>
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Action Step Enhance and strengthen the Collegial Partners program.

Evaluation Status

The Collegial Partners program pairs each teacher with another colleague or two. The program is designed to promote collaboration and collegiality among teachers in an effort to improve student learning and achievement. Teachers are provided time during faculty meetings and, to a limited degree, within the day to meet. All teachers recently completed a survey to share their ideas and other information about the Collegial Partners program. Some of the key findings included:

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| <ul style="list-style-type: none">• 39% of teachers indicated they met with their Collegial Partner weekly; 24% met twice per month; 20% met monthly; and 17% of teachers met with their partner only at faculty meetings. Teachers suggested more time is necessary to strengthen the program.• Teachers indicated the most frequent activities they shared with their Collegial Partner included:<ul style="list-style-type: none">- Discussing student learning and student work- Sharing teaching strategies and lesson plans- Observing one another in a class- Planning lessons together• 51% of teachers believed the program builds a sense of collegiality and community among the faculty. However, about 37% were uncertain if this program builds and sustains collegiality and connections within the high school; and 12% did not believe the program promotes a sense of community. Teachers suggested more teachers from different departments interact and converse to build an even stronger sense of community.• Most significantly, 64% of teachers believed their participation in the program has enhanced their effectiveness within the classroom; 18% did not believe the program has enhanced their classroom performance, and 18% were uncertain. |
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Teachers and department directors believed there is a strong sense of collegiality and collaboration within academic departments, and there is an emerging sense of collaboration within the school itself. Teachers want more time and planning to work with their Collegial Partners throughout the school year.
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IV REVIEW OF CURRENT YEAR (2004-2005)

2. Professional Development (continued)

Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices

Action Step Provide time and training for Collegial Partners to review, assess, and better understand student work in an effort to improve teacher assignments and assessments.
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Evaluation Status Collegial Partners have not spent as much time on student work as the School Council had anticipated; however, academic departments have devoted more and more time to reviewing student work samples, developing rubrics, and establishing benchmarks for activities, papers, and programs.

Goal Statement B: Strengthen the guidance program and services to students

Action Step Review the newly adopted state guidance program curriculum and implement appropriate changes to the program.

Evaluation/Status The department has been reviewing the developing state standards for guidance and counseling. In addition, revisions in classroom presentations and parent meetings were initiated as a result of student and parent feedback. For example, a meeting for ninth and tenth grade parents provided an opportunity for about 70 parents to ask detailed questions after a panel presentation about the college search process. In addition, the annual college information night for juniors and their parents included more time for seniors to share their experiences. Also, the Guidance Director, Nick DiPilato, adjusted the Student Service Team model in order to ensure support services personnel attended weekly meetings to address the needs of at-risk and needy students. The department continues to assess its practices and services in order to ensure a strong program.

IV REVIEW OF CURRENT YEAR (2004-2005)

2. Professional Development (continued)

<i>Goal Statement B: Strengthen the guidance program and services to students</i>
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Action Step Participate in the district's K-12 Guidance Curriculum Review Team.
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Evaluation/Status The guidance department participated in the Guidance Curriculum Review Team. The department shared its curriculum and program for grades 9 - 12 with the visiting team and detailed critical strengths and needs. The visiting team interacted with counselors, administrators, parents, and students for three days in order to learn about the department's structure, programs, publications, and strategies for meeting the needs of a diverse and academically talented student body. The visiting team report is due in early summer and the information and recommendations will provide direction to the department.

<i>Goal Statement C: Promote student work and learning within the school and classroom</i>

Action Step Revise the student feedback form to facilitate gathering more useful data for teachers.
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Evaluation/Status The new feedback form is complete. The revised form will be introduced at a faculty meeting. Its purpose will be explained, and its use will be encouraged. The form will also be available to all faculty and staff members electronically and in the faculty/staff handbook.

<i>Goal Statement C: Promote student work and learning within the school and classroom</i>

Action Step Provide information and training to teachers about how to use student feedback to adjust teaching.

Evaluation/Status Teachers discussed how they use the feedback forms to improve learning at faculty meetings and with their Collegial Partners. Department directors have also emphasized how to look at student work and feedback to improve instruction and the classroom experience.
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IV REVIEW OF CURRENT YEAR (2004-2005)

3. Respectful Community

Goal Statement A: Personalize the school experience for each high school student.

Action Step Establish the New Entrant Assistant Team (NEAT) to provide new students with support and guidance as they become members of the Shrewsbury High School community.

Evaluation/Status High school guidance counselor, Kathy Floyd, has identified a diverse group of students who will be trained as the core members of the NEAT program for the 2005-06 school year. This cadre of SHS students will work with new and transferring students to assist them with their adjustment to a new school. The new students will receive support and assistance as they learn about the culture and community at Shrewsbury High School. Kathy Floyd will provide additional support services for students experiencing difficulty with their transition.

Goal Statement A: Personalize the school experience for each high school student.

Action Step Establish the Mentor Volunteer Program (MVP) to provide each ninth grader with an upperclassman who will act as a mentor and role model during the first year in high school.

Evaluation/Status The Mentor Volunteer Program (MVP) was introduced this year, pairing upperclassmen with incoming freshmen. Its primary purpose was to help ease the transition from middle school to high school. Mentors attended an educational, teambuilding training course teaching the proper ways to mentor younger students at the end of summer. Mentors and mentees met at various times throughout the year, usually during homeroom periods, and discussed topics focusing on both the scholastic and extra-curricular activities. The Mentor Volunteer Program will be restructured for next year with 5-6 mentors designated to each freshman homeroom. One mentor per homeroom will also serve on a leadership team, and this team will meet with program directors in order to design activities and discussions for freshman homerooms.

IV REVIEW OF CURRENT YEAR (2004-2005)

3. Respectful Community (continued)

Goal Statement A: Personalize the school experience for each high school student.

Action Step Implement a viable homeroom program to support student learning and to provide an opportunity for each student to connect with an adult outside of the instructional setting.

Evaluation/Status A revised homeroom program was introduced extending homeroom to two 20-minute periods in the seven-day cycle. Guidelines, including program objectives and activities such as games, group discussions and use of free time, were explained and implemented with teachers and students. The extended time has made it easier to disseminate information on school related activities, policies, and procedures. The additional time has also been helpful with the implementation of the Mentor Volunteer Program (MVP) by allowing upperclassmen to meet with ninth grade mentees. Each homeroom has also elected a homeroom representative who presents student concerns and ideas at meetings with the administration.

The homeroom experience for students has depended on teacher and student involvement and commitment. Freshmen and sophomores are more willing to participate in small group and homeroom activities than juniors and seniors. Some teachers have had more success developing meaningful connections with their students than others. Most agree the goal is worthwhile, and the two 20-minute periods are more useful than the former three 7-minute homeroom periods; however, review and change are necessary to better meet the program objectives. Homeroom reps and administrators will meet before school ends and during the summer to revise the program for the 2005-06 school year. Teachers will receive additional guidance and training in the new school year in order to increase the effectiveness of the homeroom program.

IV REVIEW OF CURRENT YEAR (2004-2005)

3. Respectful Community (continued)

Goal Statement B: Promote service learning within the community
Action Step Increase involvement in service learning opportunities for all students.
Evaluation/Status The service learning program has maintained its goals and rate of progress. <ul style="list-style-type: none">• There has been a solid group of students on the advisory board that met anywhere from 2 to 4 times a month to plan upcoming events, to determine funding, and to assist students and staff in designing curriculum connected projects. Upcoming events include the awards breakfast, the service learning open house, and a presentation at the 7th Annual Massachusetts Service Learning Conference.• Students have provided professional development about service learning to teachers at Spring Street, Oak, and Sherwood Middle schools. The intent of the workshops was to aid faculty members in designing effective projects.• Students have implemented personal projects, in addition to promoting service learning and updating the service learning database.• Director Sarah Schmidt met with service learning liaisons in each school quarterly to assist and to ensure service learning is continuing throughout the district. Gradually, teachers and staff are becoming more involved and excited about incorporating much needed service into their curriculum. <p><i>A sample of the many service learning activities initiated by high school students and teachers are listed on the following table.</i></p>

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Service Activity

Summary of this Activity

Club MEDical	Provided AED devices to several schools
Healthy School Initiative	Developed promotional materials and television spots for a safe and healthy school
Thanksgiving Picture Books	Created picture books with Floral elementary students about Thanksgiving
Shrewsbury Crossings Volunteers	Spent time with the senior citizens
Vertical Challenge	Raised money for cystic fibrosis by sponsoring participants in hike up Wachusett Mountain
Matthew 25	Helped to refurbish and renovate low-income housing in Worcester
Elementary Tutoring	Tutored and mentored elementary youth in local schools
JBSG Health Care Products Drive	Collected health care products that were donated to homeless shelter in Worcester
Kids Café and Mustard Seed	Prepared and served meals for needy youngsters
Donor Awareness Group	Provided the school community additional awareness and information around organ donations
Spring Street After-School Basketball	Organized intramural basketball for elementary students at Spring Street School
Worcester Animal Rescue League	Played and took care of animals
Rock Stock Benefit Concert	Organized and performed in a benefit concert for Worcester County Food Bank and tsunami relief

IV REVIEW OF CURRENT YEAR (2004-2005)

3. Respectful Community (continued)

Goal Statement C: Ensure at-risk student learning needs are addressed

Action Step Investigate viable alternative school programs for at-risk students.

Evaluation/Status The high school and middle school administrative teams met several times this past year to discuss and investigate possible vocational and alternative school programs for at-risk high school students. Two actions emerged from our discussions:

- Our commitment and communication around vocational education options for incoming ninth graders and other high school students has been strengthened. A team of administrators, special education staff, and counselors has been formed to review procedures and practices related to vocational education planning for eighth grade students and their parents. This team visited the Assabet Valley Vocational High School in Marlboro to tour the school and to meet with school officials and students. A greater appreciation of the strength of their program was gained, and a stronger working relationship with the school's administration was developed. Also, the application process for eighth graders has been streamlined and enhanced by providing additional program information and assistance. Follow-up activities and conversations with students accepted into Assabet's program will be conducted during the summer. The high school's guidance department will coordinate this work.
- The high school administration investigated possible alternative programs for students not otherwise appropriate for the vocational high school program. Unfortunately, there are no options locally available for these at-risk students. An increase in the PM School Program was proposed, but it will not be funded for the 2005-2006 school year.
- There is a critical need to assist at-risk and non-traditional students. As of April 1, 2005, at least twelve students dropped out of Shrewsbury High School, and there are many others whose attendance, personal and family issues, and substance abuse problems will prevent them from achieving a high school diploma. Without additional resources and programs, these students' needs simply will not be met, and they will drop out of school.

IV REVIEW OF CURRENT YEAR (2004-2005)

3. Respectful Community (continued)

Goal Statement D: Encourage student responsibility and respect

Action Step Decrease the number of disciplinary infractions.

Evaluation/Status *(Please also refer to the disciplinary chart on the next page.)*

- Behavior considered rude, discourteous, and disrespectful is down from the prior school year. Teachers, administrators, parents, and students work hard to ensure that respectful behavior is the clear expectation.
- While there were no suspensions, expulsions, or arrests for the possession of illegal drugs, the administration remains extremely concerned about the level of illegal drug use among students outside of school. It is a critical community problem resulting in the academic failure of many students.
- Behavior considered disruptive to the classroom or school is also down from the previous year.
- Even with an increase in the number of students attending Shrewsbury High School, there is little change in the number of students who are tardy to school each day. This remains an area the administration will continue to monitor.
- Unfortunately, students reported an increase in stolen personal items, especially from the locker rooms. This past year the administration involved the police in a lengthy investigation of stolen calculators, resulting in the arrest of one student and the suspension of others. This is an area that requires continued monitoring and vigilance.
- The incidences of fighting dropped significantly this past year. This was an area of particular concern for the school community. Having the 8th grade program placed in the new Oak Middle School helped to relieve crowding and tension in the building, particularly among younger students. The implementation of the Mentor Volunteer Program, class meetings, and discussions in classrooms and homerooms all served to remind students there are alternatives to violence to solve problems.

The entire school community is committed to ensuring a safe, healthy, productive, and caring learning environment for each student.

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Disciplinary Action taken 1997-98 through 2004-05

Discipline Issues	Total 04-05	Total 03-04	Total 02-03	Total 01 – 02	Total 00 – 01	Total 99 - 00	Total 98 - 99	Total 97 - 98
Total Students	1428	1309	1240	1140	1035	920	920	955
Smoking *	5	2	9	39	22	25	10	41
Fighting *	4	20	16	10	3	12	7	15
Rude / Discourteous/ * Disrespectful	34	43	28	22	20	7	15	40
Possession of Illegal Drugs **	0	1	1	2	6	3	1	4
Possession and/or use of Alcohol *	3	10	0	0	NA	NA	NA	NA
Cutting Class *	276	130	119	92	71	115	142	146
Disruptive *	67	76	58	34	89	119	43	52
Tardiness to School *	7667 5.4 /student	6620 5.1/ student	6438 5.2 /student	6073 5.3/student	6140 6.0 /student	6243 6.8 /student	7275 8.0 /student	NA
Theft	4	0	1	3	4	3	1	3

The data does not reflect reported offenses; it reflects disciplinary action taken by the administration after an incident has been investigated. (Data as of April 1, 2005)

*** = Incidences ** = Number of students involved**

NA = Data Not Available

IV REVIEW OF CURRENT YEAR (2004-2005)

4. School Space

Goal Statement A: Optimize school space
Action Step Ensure classrooms and offices are assigned in a manner in order to provide for an appropriate level of building supervision and optimal use of classroom space.
Evaluation/Status Classroom space and offices were assigned to teachers, administrators, and counselors in a manner consistent with the intent of the building's design. Each teacher, for example, has his or her own classroom. In addition, teachers have done an excellent job of assisting with overall building and campus supervision between, during, and after classes and school hours.

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

1. Curriculum, Instruction and Assessment

Goal Statement A: Review the NEASC Self-Study report and address recommendations		
Action Step	Sources of Evidence	Facilitator(s)
1.A.1 Address NEASC Self Study recommendations.	<ul style="list-style-type: none">• Progress report submitted October 1, 2005.• Progress report distributed to school community	Sara DiGiorgio Jennifer DiFrancesca Chuck Danielson Todd Bazydlo
	Timeline	
	2005-2006	

Goal Statement B: Promote diverse and challenging learning opportunities for each student.		
Action Step	Sources of Evidence	Facilitator(s)
1.B.1 Continue the Senior Year Study Group’s work to consider the purpose, direction, and focus of the senior year experience at SHS.	<ul style="list-style-type: none">• Report and present to the school community information about the Advanced Career Explorations (ACE) Program• Study group’s agenda, meeting summaries, and recommendations• 20 senior exhibitions scheduled.	Daniel Gutekanst Jay Costa Linda Mongiat
	Timeline	
	2005-2006	

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

1. Curriculum, Instruction and Assessment (continued)

Goal Statement B: Promote diverse and challenging learning opportunities for each student		
Action Step	Sources of Evidence	Facilitator(s)
1.B.2 Expand opportunities for students and staff to appreciate and understand the global community and international issues.	<ul style="list-style-type: none"> • Model United Nations and chapter of Amnesty International fully established • African mural completed • Course entitled <i>Topics in Asian and African History</i> established • Professional development focused on issues of diversity, including book club, established • Japanese language and culture mini-course established • Partnership with a high school in China established 	Jennifer DiFrancesca Amy O'Leary Meg Monaghan Christine MacDonald Daniel Gutekanst Denise Fair Pam LeBlanc Robert Stearns Michael Urban
	Timeline	
	2005-2007	

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

1. Curriculum, Instruction and Assessment (continued)

Action Step	Sources of Evidence	Facilitator(s)
1.B.3 Implement changes to <i>By the People</i> course.	<ul style="list-style-type: none">• Revised syllabus implemented• Service activities focused on meeting local needs and global issues	Jennifer DiFrancesca
	Timeline	
	2005-2006	

Action Step	Sources of Evidence	Facilitator(s)
1.B.4 Review the results from the new SAT I and make appropriate recommendations for improvement.	<ul style="list-style-type: none">• SAT I results reported to school community• Prep course adjusted	Gerald O'Connell Nick DiPilato Todd Bazydlo
	Timeline	
	2005-2006	

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

1. Curriculum, Instruction and Assessment (continued)

Goal Statement C: Assess students according to the stated expectations for learning		
Action Step	Sources of Evidence	Facilitator(s)
1.C.1. Implement formative and summative comments into the new report card to reflect the high school's expectations for student learning.	<ul style="list-style-type: none"> • Refined report card template created • Formative comments included in each reporting period. • Pilot summative comments included in second semester final grade reporting 	Shrewsbury High School Leadership Team
	Timeline	
	2005-2006	

Goal Statement D: Assess implementation of the homework guidelines		
Action Step	Sources of Evidence	Facilitator(s)
1.D.1. Survey students, parents, and teachers about the implementation of the high school's homework guidelines	<ul style="list-style-type: none"> • Survey planned and distributed via the website • Results shared with faculty, school council, and school committee • Action plan produced 	Daniel Gutekanst Todd Bazydlo
	Timeline	
	2005-2006	

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

2. Professional Development

Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices		
Action Step	Sources of Evidence	Facilitator(s)
2.A.1 Continue providing professional development for teachers in the John Collins "Writing Across the Curriculum" method.	<ul style="list-style-type: none"> • Training held for teachers who have not studied the Collins method • Samples of student writing and student work collected and exhibited from each department 	Todd Bazydlo
	Timeline	
	2005-2006	

Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices		
Action Step	Sources of Evidence	Facilitator(s)
2.A.2 Provide training for teachers in PowerGrade and PowerSchool.	<ul style="list-style-type: none"> • PowerSchool implemented by all teachers • PowerGrade implemented by 70% of teachers 	Ellen Meyers Bob Cornacchioli
	Timeline	
	2005-2006	

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

2. Professional Development (continued)

Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices		
Action Step	Sources of Evidence	Facilitator(s)
2.A.3 Enhance and strengthen faculty collaboration and the Collegial Partners program.	<ul style="list-style-type: none"> • Survey indicated that 75% believe the program enhances classroom effectiveness and performance • Survey indicated that at least 50% of teachers observed a class of another teacher • Survey indicated a majority of teachers shared classroom data with CP to improve student learning • Each director conducted at least three Grand Rounds with newer teachers 	Daniel Gutekanst Shrewsbury High School Leadership Team
	Timeline	
	2005-2006	

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

2. Professional Development (continued)

Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices		
Action Step	Sources of Evidence	Facilitator(s)
2.A.4 Increase collaboration and training between and among math and special education teachers.	<ul style="list-style-type: none">• Training provided at staff meetings and during professional development days• Teachers shared ideas and information at staff meetings• Meeting summaries reflected increased collaboration and planning	Caroline Gilmore Jean-Marie Johnson
	Timeline	
	2005-2006	

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

2. Professional Development (continued)

Goal Statement B: Address recommendations from the K-12 Guidance Counselor Review Team		
Action Step	Sources of Evidence	Facilitator(s)
2.B.1. Review, distribute, and implement appropriate recommendations from the K-12 Guidance Counselor Visiting Team's report.	<ul style="list-style-type: none"> • Guidance Visiting Team report published and distributed • Guidance Advisory Committee re-established • Specific timeline for implementation of recommendations presented to school council and school committee 	Nick DiPilato
	Timeline	
	2005-2007	

Goal Statement B: Address recommendations from the K-12 Guidance Counselor Review Team		
Action Step	Sources of Evidence	Facilitator(s)
2.B.2. Increase communication and information to students, parents, and colleges.	<ul style="list-style-type: none"> • Website updated • Email list-serve initiated • School Profile updated 	Nick DiPilato
	Timeline	
	2005-2006	

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2. Professional Development (continued)

Goal Statement B: Address recommendations from the K-12 Guidance Curriculum Review Team		
Action Step	Sources of Evidence	Facilitator(s)
2.B.3. Develop and establish a freshman transition program consistent with state guidance curriculum standards	<ul style="list-style-type: none"> Program developed and implemented 	Nick DiPilato Daniel Gutekanst
	Timeline	
	2005-2007	

Goal Statement B: Address recommendations from the K-12 Guidance Counselor Review Team		
Action Step	Sources of Evidence	Facilitator(s)
2.B.4. Increase awareness among counselors regarding college options, choices, and opportunities for students	<ul style="list-style-type: none"> College campus visits planned and attended by all counselors 	Nick DiPilato
	Timeline	
	2005-2006	

Goal Statement C: Promote student work and learning within the school and classroom		
Action Step	Sources of Evidence	Facilitator(s)
2.C.1 Implement the revised student feedback form.	<ul style="list-style-type: none"> Revised form to be used by 50 - 75% of faculty 	Becky Moisan Daniel Gutekanst
	Timeline	
	2005-2006	

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

3. Respectful Community

Goal Statement A: Personalize the school experience for each high school student.		
Action Step	Sources of Evidence	Facilitator(s)
3.A.1 Implement the New Entrant Assistant Team to provide new students with support and guidance, as they become members of our high school community.	<ul style="list-style-type: none"> • Student mentors identified and paired with each new student transferring to SHS • Survey of new students indicated a majority believe their transition has been successful 	Kathy Floyd Nick DiPilato
	Timeline	
	2005-2007	

Action Step	Sources of Evidence	Facilitator(s)
3.A.2 Revise and implement the Mentor Volunteer Program.	<ul style="list-style-type: none"> • Revised program implemented • Each ninth grader assigned a mentor • Five mentors assigned to each freshman homeroom 	Gerald O'Connell Jennifer Brown Kenneth Largess
	Timeline	
	2005-2006	

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3. Respectful Community (continued)

Action Step	Sources of Evidence	Facilitator(s)
3.A.3 Implement a viable homeroom program that will support student learning and provide an opportunity for each student to connect with an adult outside of the instructional setting.	<ul style="list-style-type: none"> Revised homeroom program published Teachers shared training and information at faculty meetings and on professional development days 	Ellen Meyers
	Timeline	
	2005-2007	

Goal Statement B: Promote service learning within the community		
Action Step	Sources of Evidence	Facilitator(s)
3.B.1. Increase the development of service learning opportunities for all students.	<ul style="list-style-type: none"> Co-curricular activities had at least one service activity Each academic department established at least one service learning opportunity within the curriculum 	Sarah Schmidt
	Timeline	
	2005-2006	

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3. Respectful Community (continued)

Goal Statement C: Ensure at-risk student learning needs are addressed		
Action Step	Sources of Evidence	Facilitator(s)
3.C.1. Investigate viable alternative school programs for at-risk students.	<ul style="list-style-type: none"> • Programs identified • Obtained additional funding for PM School and alternative education options 	Kenneth Largess
	Timeline	
	2005-2006	

Goal Statement D: Encourage student responsibility and respect		
Action Step	Sources of Evidence	Facilitator(s)
3.D.1. Promote and maintain a respectful community.	<ul style="list-style-type: none"> • Incidents of fighting decreased from current year • Incidents of rude and discourteous behavior decreased from current year • Tardiness to school decreased from current year • Incidents of theft decreased from current year 	Daniel Gutekanst Todd Bazydlo Ellen Meyers Ken Largess
	Timeline	
	2005-2006	

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

4. School Space, Resources, and Structure

Goal Statement A: Plan for an increased enrollment		
Action Step	Sources of Evidence	Facilitator(s)
4.A.1 Establish a representative and diverse group of teachers, administrators, parents, community members, and students to study the high school's structure and schedule in light of increased enrollment.	<ul style="list-style-type: none"> • Study group established • An update, plans, and goals provided to key constituent groups, including school council and school committee 	Daniel Gutekanst
	Timeline	
	2005-2007	